



YEARLY STATUS REPORT - 2022-2023

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | MAHARAJA SURAJMAL TEACHERS TRAINING COLLEGE |
| • Name of the Head of the institution | Prof. Anil Kumar Srivastava |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 05644231576 |
| • Mobile No: | 9414877640 |
| • Registered e-mail ID (Principal) | msttcollege_btp21@rediffmail.com |
| • Alternate Email ID | anil7640srivastava@gmail.com |
| • Address | Pakka Bagh |
| • City/Town | Bharatpur |
| • State/UT | Rajasthan |
| • Pin Code | 321001 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Urban |

| | | | | | |
|---|---|----------------|-----------------------------|---------------|-------------|
| • Financial Status | UGC 2f and 12(B) | | | | |
| • Name of the Affiliating University | Maharaja Surajmal Brij University | | | | |
| • Name of the IQAC Co-ordinator/Director | Neelam Singh | | | | |
| • Phone No. | 9491877640 | | | | |
| • Alternate phone No.(IQAC) | 8009830497 | | | | |
| • Mobile (IQAC) | 8094798901 | | | | |
| • IQAC e-mail address | singhneelam40473@gmail.com | | | | |
| • Alternate e-mail address (IQAC) | msnaacbtp@gmail.com | | | | |
| 3.Website address | https://mstt.co.in/ | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | https://assessmentonline.naac.gov.in/public/index.php/hei/generate_Aqar_PDF/Mjc0NjY= | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://mstt.co.in/files/pdf/ACADEMIC%20CALENDER%202022-23.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B+ | 2.57 | 2016 | 16/12/2016 | 15/12/2021 |
| 6.Date of Establishment of IQAC | | | 15/11/2014 | | |
| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc. | | | | | |
| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount | |
| Unnat Bharat Abhiyan | Welcome Kit | UBA | 04/11/2022 | 50000 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |

| | |
|---|---------------------------|
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | View File |
| 9.No. of IQAC meetings held during the year | 05 |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes |
| <ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) | View File |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> • If yes, mention the amount | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | |
| Introduced Value Added Courses | |
| Organized Faculty Development Programme with Collaboration of TLC Under PMMMMM of National Sanskrit University A Central University , D | |
| Organized Placement Drive to place students | |
| Organized Alumni meet | |
| Organization of various Student Induction and Skill Development Programme for Students. | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided). | |
| | |

| Plan of Action | Achievements/Outcomes |
|---|--|
| Internal Academic Audit | Internal Academic Audit Done by Academic Committee from 08 June 2023 to 10 June 2023. |
| Placement of Students | 11 Students were placed through placement fair organized by the placement cell |
| Organization of Faculty Development Programme and Student Induction Programme | One week online FDP on Design , Develop and Standardized Research Tool was organized on 12 to 16 September 2022 with collaboration of TLC PMMMM of SLBNSU Delhi , Various Student Programme were organized |
| Alumni meet and support | Alumni meet was organized and Career and personal counseling session was organized with support of alumni |
| Academic Planning | Academic calendar prepared and adherence of the same was regular monitored by IQAC |
| Introduction of Value Added Courses | 05 Value Added Courses were introduced in the academic year |
| Feedback from Stakeholders | Feedback from Students , Teachers, Non-Teaching Staff, Parents, Alumni were collected, Analyzed and Action Report uploaded on institutional website. |

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Nil | Nil |

14. Whether institutional data submitted to AISHE

| | |
|---------|--------------------|
| Year | Date of Submission |
| 2022-23 | 19/02/2024 |

15. Multidisciplinary / interdisciplinary

For adoption of Multidisciplinary structure as per NEP 2020., the management committee of college has plan to transform the institutions runs under it in a multidisciplinary cluster to provide multidisciplinary opportunities to the students as per the Guideline of University Grant commission to 'Transform the Higher Education Institutions in Multidisciplinary. For it-

- The management committee already introduced a UG college namely Mahraja Surajmal Mahila Mahavidyalya for girls student of the region. This coffee offers Under graduate programme in Science as B.Sc. . and Arts as B.A..
- The courses offered in B.Sc. are - Mathematics, Physics, Chemistry, Botany and Zoology
- The courses offered in B.A. are - Political Science ,Geography, History, Hindi, English and Sanskrit languages, Psychology, Sociology, and Drawing and Painting, Economics.
- The innovative ideas are shared in both colleges of same management society for quality initiatives.

In B.Ed. programme college offered pedagogy courses in Language, Social Science, Science and Commerce as multidisciplinary/interdisciplinary approach.

16. Academic bank of credits (ABC):

16. Maharaja Surajmal TT Collegwe is affiliated by Maharaja Surajmal Brij University, Bharatpur (Raj.) In session 2022-23 , the New Education Policy 2020 did not introduced in State of Rajasthan by the State Governmen,t so the University did not registered in Academic Bank of Credit . therefor at college level ABC account was not opened for students but they were encouraged to register in ABC through self-study courses available on SWAYAM.

17. Skill development:

MSTT believes in all round development of its students. Initiatives taken by intuition in this regards are as follows -

- 05 value added courses are introduced to develop extra skills of perspective teachers.
- An orientation on teaching skills was organized on 01 to 03 Nov. 2022 for B.Ed. final year students for well understanding of teaching skills before micro teaching and teaching practice in their optional pedagogy courses.
- Orientation programme for new admitted students was organized on 07 and 08 Nov. 2022 to provide them a well understanding of teaching profession course.
- Micro teaching practice was organized from 04 Nov 19 Nov. 2022 for B.Ed. - II and from 05 to 21 January 2023 for B.Ed. - I to provide experimental participative experiences for students to develop teaching skills.
- Two days student induction programme as pre-internship phase was organized on 10 and 11 February to develop the understanding about diversity in School System in India.
- Teaching practice and Internship arranged for the practice of teaching skills.
- Student Induction programme on Teaching Skills and Constructive approach of lesson plan was organized from 30/01.2023 to 02/02/2023.
- An expert lecture on 'How to write a research paper and Seminar paper was organized on 12 April 2023 to develop research paper and seminar paper writing skills in students.
- A workshop on e-Content Development Tools was organized on 16 May 2023.
- A student induction programme on Online Assessment Tools organized on 17 May 2023.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Appropriate integration of Indian knowledge system does in college through various curricular and co-curricular activities as .

- Three pedagogy courses in Indian languages As Hindi, Sanskrit and English are offered by institution to develop Indian language
- Students are encouraged for multilingual answering.
- All the Indian festivals are celebrated in college.
- Various culture programmes are organized to make students sensitive and aware about the knowledge system.
- There is an Art and Craft lab to make students aware about the

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

19. MSTT College focused on Outcomes based education (OBE) .

Teaching learning initiatives taken in this regard are -

- Programme Learning Outcomes of B.Ed. programme offered by the institution are well defined and communicated to stake holders through orientation and Student Induction Programmes .
- CLOs of each course offered by the institution are defined and communicate to students in mentoring sessions.
- PLOs and CLOs are uploaded on college website to view all stakeholders.
- Academic plan developed by Curriculum Planning Committee to achieve the PLOs.
- Course wise academic planning does by mentor of concern courses to achieve CLOs.
- Remedial engagement, feedback collection and analysis of feedback does in light of Outcome based education

20.Distance education/online education:

The college has some significant recognition in the field of teachers education As 2(f) and 12 (B) from UGC. Permanent NOC from State Government and Permanent affiliation from affiliating University. In the field of Distance education, the college is a Study Centre of Vardhaman Mahaveer Open University, Kota which is a state funded university. since 2015. Principal Prof. Anil Kumar Srivastava Chief coordinator of this course. every year contact program organized in college under the university. Besides students are encouraged to enroll in online courses on SWAYAM portal through spread the information.

Extended Profile

1.Student

| 2.1 | 150 |
|--|---------------------------|
| Number of students on roll during the year | |
| File Description | Documents |
| Data Template | View File |
| 2.2 | 150 |
| Number of seats sanctioned during the year | |

| File Description | Documents |
|---|---------------------------|
| Data Template | View File |
| 2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 79 |
| File Description | Documents |
| Data Template | View File |
| 2.4 Number of outgoing / final year students during the year: | 139 |
| File Description | Documents |
| Data Template | View File |
| 2.5 Number of graduating students during the year | 139 |
| File Description | Documents |
| Data Template | View File |
| 2.6 Number of students enrolled during the year | 150 |
| File Description | Documents |
| Data Template | View File |
| 2.Institution | |
| 4.1 Total expenditure, excluding salary, during the year (INR in Lakhs): | 19,63,609 |
| 4.2 Total number of computers on campus for academic purposes | 30 |
| 3.Teacher | |
| 5.1 | 22 |

| Number of full-time teachers during the year: | | |
|--|---------------------------|--|
| File Description | Documents | |
| Data Template | View File | |
| Data Template | View File | |
| 5.2 | 22 | |
| Number of sanctioned posts for the year: | | |
| Part B | | |
| CURRICULAR ASPECTS | | |
| 1.1 - Curriculum Planning | | |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words | | |
| <p>The Institution has the mechanism for well-planned curriculum delivery and documentation. Yearly academic calendar prepared and uploaded on Institution's website. Timely follow up of Curriculum completion monitor by IQAC in supervision of Principal. The new session for B.Ed. second year commences 12 September after examination and on 07 November for B.Ed. first year after admission process through PTET. Academic calendar has been prepared by curriculum planning committee before starting the session for both years separately. Timely academic audit has done to assess curriculum delivery and documentation. Weekly plans are also prepared by teachers. C.W., H.W. assignments and activities are displayed on bulletin board. Practical work for B.Ed. course according to curriculum framework such as Micro Teaching, Teaching Practice, Criticism Teaching presentation, Block Teaching, Project and assignments were organized as per academic plan. IQAC of the Institution made arrangements for group discussion, peer discussion, departmental seminar, debate on the important and concern topics of Education. Expert Lectures are organized for the purpose of qualitative enhancement in Institutional Teacher Education.</p> <p>The decisions have communicated to all concerns through staff meetings.</p> <p>Problems faced by students during online classes were discussed in staff meetings .Decisions and remedial arrangements were circulated to all concerns.</p> | | |

| File Description | Documents |
|--|---------------------------|
| Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed | View File |
| Plan developed for the academic year | View File |
| Plans for mid- course correction wherever needed for the academic year | View File |
| Any other relevant information | No File Uploaded |

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| List of persons who participated in the process of in-house curriculum planning | View File |
| Meeting notice and minutes of the meeting for in-house curriculum planning | View File |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | View File |
| Any other relevant information | No File Uploaded |

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and

B. Any 3 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | https://mstt.co.in/files/pdf/PLOS%20&%20CLOS.pdf |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | No File Uploaded |

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

16

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View File |
| Any other relevant information | Nil |

1.2.2 - Number of value-added courses offered during the year

05

1.2.2.1 - Number of value-added courses offered during the year

05

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochure and Course content along with CLOs of value-added courses | View File |
| Any other relevant information | No File Uploaded |

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

150

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

150

| File Description | Documents |
|---|---------------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | View File |
| Course completion certificates | View File |
| Any other relevant information | No File Uploaded |

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

One of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | No File Uploaded |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | No File Uploaded |
| Any other relevant information | No File Uploaded |

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

06

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

06

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Certificates / evidences for completing the self-study course(s) | View File |
| List of students enrolled and completed in self study course(s) | View File |
| Any other relevant information | No File Uploaded |

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Curriculum planning and implementation of at MSTT provides

opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. All the teaching learning process runs to achieve PLOS and CLOS. Orientation session was organized on 07/11/2022 & 08/11/2022 on the beginning of new session to provide a fundamental and coherent understanding of the field of teacher education. Micro teaching practice from 04/11/2022 to 19/11/2022 for B.Ed.-II, from 05/01/2023 to 21/01/2023 for B.Ed.- II, Organized to create teachers for different levels of school education skills that are specific to one's chosen pedagogy for practice of teaching. Student Induction Programs from 09 January to 14 January and 30 January to 02 February 2023. Teaching practice in schools organized from 01 December to 24 December 2022 for B.Ed. - II and from 03 February 28 February 2023 for B.Ed. - I year. Sessional work. Project base assignment given from 01 March to 31 March 2023 for B.Ed. - II and 1 May 2022 to 31 May 2023 for B.Ed. - I. Other co-curricular activities organized throughout the year for development Emotional intelligence, Critical Thinking, Negotiation

| File Description | Documents |
|--|---------------------------|
| List of activities conducted in support of each of the above | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |
| Photographs indicating the participation of students, if any | No File Uploaded |

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Institution familiarizes students with the diversity of school system in India as well as International and comparative perspective. In paper Contemporary India and Education and in Inclusive school and education The theory classes and discussion sessions are organized on Indian the diversity in school system. Pre internship student induction programme is organized to make students aware about the diversity in school system on 10 and 11 February.

| File Description | Documents |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

At MSTT Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme institution made strong efforts to enable students to develop understanding of the intercoorectedeness of various learning engagement and make them competent in use of above kowledge in their professional field, for it various activities were organized during the session such as:

- Orientation programme for new admitted students was organized on 07 & 08 November 2022.
- Micro teaching practice to develop teaching skills in their pedagogy subject organized from 04/11/2022 to 19/11/2022 and 05/01/2023 to 21/01/2023.
- Student Induction programmes organized from 30/01/2023 to 02/02/2023.
- Practice of Teaching in local schools organized from 01/12/2022 to 24/12/2022 & 03/02/2023 to 28/02/2023.
- Besides of the above lectures, demonstration, class seminar PPT presentation etc. organized during theory classes. students also got opportunities for participation in various extension activities organized by committees of institution. . Internship is organized by State Government but pre internship orientation provided to studentsto make students ready for the professional field

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Four of the above

| File Description | Documents |
|--|---------------------------|
| Sample filled-in feedback forms of the stake holders | View File |
| Any other relevant information | No File Uploaded |

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed, action taken and available on website

| File Description | Documents |
|---|---------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

150

2.1.1.1 - Number of students enrolled during the year

150

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | View File |
| Approval letter of NCTE for intake of all programs | View File |
| Approved admission list year-wise/ program-wise | View File |
| Any other relevant information | No File Uploaded |

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

79

2.1.2.1 - Number of students enrolled from the reserved categories during the year

118

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) | View File |
| Final admission list published by the HEI | View File |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View File |
| Any other relevant information | No File Uploaded |

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

17

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

17

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificate of EWS and Divyangjan | View File |
| List of students enrolled from EWS and Divyangjan | View File |
| Any other relevant information | No File Uploaded |

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Admission of students in Teacher Education Programme does through Pre Teacher-Eligibility Test (PTET) conducts by State Government of Rajasthan. Admission of students also allotted by governing admission agency as per the admission policy, merit of student and their choice filling for institution. The college has significant parameters of quality education. it is the first and oldest college of Bharatpur district established in 1985, so most of the students prefers admission in MSTT but the intake capacity is limited. Besides its admission committee of college also conducts an entry level test for the new student on the day of their reporting in college to identify different learning needs of students and their levelreadiness to undergo professional education programme. The performance of students in this test is analyzed and discussed in staff meetings so teachers could be plan and provide academic support techniques according the performance of students in entry level test. An orientation programm for new admitted students is also organized every year. the aim of this programme is talant hunt and identify the special skills, talent, passion etc. of student teachers so a best platform for professional development could be provided.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Documents showing the performance of students at the entry level | View File |
| Any other relevant information | No File Uploaded |

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Relevant documents highlighting the activities to address the student diversities | View File |
| Reports with seal and signature of Principal | View File |
| Photographs with caption and date, if any | View File |
| Any other relevant information | No File Uploaded |

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

| File Description | Documents |
|--|---------------------------|
| Relevant documents highlighting the activities to address the differential student needs | View File |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.2.4 - Student-Mentor ratio for the academic year

14:1

2.2.4.1 - Number of mentors in the Institution

22

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Response -

Multiple mode approaches to teaching-learning is adopted by teachers in MSTT in different courses available in B. Ed. programme in college. as democratic and student centric methods for real experiences. some teaching learning methods use as -

- Teaching practice, micro teaching practice, stimulus teaching, and preparation of teaching aids in curriculum lab are used to provide experimental learning to students.
- In classroom discussion, seminar article presentation, debate,

curricula and co-curricular activities are organized, so student could get the opportunity for participative learning.

- Varius assignment as sessional work given by teachers as per the curriculum to enhance their problem-solving capacity as a part of problem-solving methodology.
- Brain storming methos is used by teachers in instructional classes of course and the pupil teachers are also encouraged to use the brain storming methods in their classes during internship by their mentors.
- In each course including perspective in education and pedagogy of teaching subject mandatory focused group discussion is plan and use by subject teachers as teaching methodology.
- Online content creation and assessment tool on google classroom was taught to perspective teachers in capacity building programmes.

| File Description | Documents |
|--|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | View File |
| Any other relevant information | No File Uploaded |

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

22

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Link to LMS | Nil |
| Any other relevant information | No File Uploaded |

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

293

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Programme wise list of students using ICT support | View File |
| Documentary evidence in support of the claim | View File |
| Landing page of the Gateway to the LMS used | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|---|--------------------|
| 2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports | Three of the above |
|---|--------------------|

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | View File |
| Geo-tagged photographs wherever applicable | No File Uploaded |
| Link of resources used | Nil |
| Any other relevant information | No File Uploaded |

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

-

In MSTT College Continual mentoring is provided by teachers for developing professional attributes in students.. Mentoring efforts in the institution with respect to -

- Working in team - Group activities such as, Group assignments, discussion, cultural and sports activities organized for developing working in teams practices. during student induction programm and work shop, students were allotted group assignment to enhance the working in team practice.
- Induction programme as pre internship phase was organized to prepare student teachers for dealing with student diversity.
- Student teachers made prepare to conduct of self with colleagues and authorities before going to internship through mentoring in pre internship phase . A prescribed format of all responsibilities of a professionals teacher is given them for well understanding about the working environment and task of internship for the purpose.
- Through mentoring they get opportunity to learn how they could make a balance with home and work stress.
- There is a mandatory provision to share and discuss about the recent development in assembly on daily basis on rotation by each house.
- Three students of institution are selected as NEP Sarathi by UGC and they organized activities by adherence of UGC academic calendar.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | View File |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | View File |
| Any other relevant information | No File Uploaded |

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

MSTT college teaching learning process nurtures creativity, innovations, intellectual and thinking skills, empathy, life skills etc. among students. Institution takes some following measure for the purpose -

- To nurture creativity they encouraged and appreciate to use creative methods of teaching during planning and practice teaching.
- Students are provided to use innovations in decisions as part of student council. various co-curricular activities as Debate, Speech competition, creative writing competition, dance, poster making etc. organized to promote intellectual thinking. .
- Value added courses on 1. Fostering Social Responsibility and Community Engagement,, Basic Computer Skill, Communication skill in English language, Creative Hindi Writing and Art and Craft were introduced to nurture life skills among students.
- The institution has become a part of Unnat Bharat Abhiyan and adopted five nearby village for community engagement with students and villagers. As a mandatory practice every student has become a volunteer under institutional Unnat Bharat Abhiyan project and visited to villages, this practice started to develop empathy among students.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

2.4 - Competency and Skill Development

| <p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p> | <p>All of the above</p> | | | | | | | | | | |
|--|---------------------------------|-----------|---------------------------|---------------------------|--|---------------------------|---|---------------------------|--------------------------------|------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 651 550 712">File Description</th> <th data-bbox="550 651 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 712 550 779">Data as per Data Template</td> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="86 779 550 884">Documentary evidence in support of the selected response/s</td> <td data-bbox="550 779 1471 884">View File</td> </tr> <tr> <td data-bbox="86 884 550 990">Reports of activities with video graphic support wherever possibl</td> <td data-bbox="550 884 1471 990">View File</td> </tr> <tr> <td data-bbox="86 990 550 1057">Any other relevant information</td> <td data-bbox="550 990 1471 1057">No File Uploaded</td> </tr> </tbody> </table> | File Description | Documents | Data as per Data Template | View File | Documentary evidence in support of the selected response/s | View File | Reports of activities with video graphic support wherever possibl | View File | Any other relevant information | No File Uploaded | |
| File Description | Documents | | | | | | | | | | |
| Data as per Data Template | View File | | | | | | | | | | |
| Documentary evidence in support of the selected response/s | View File | | | | | | | | | | |
| Reports of activities with video graphic support wherever possibl | View File | | | | | | | | | | |
| Any other relevant information | No File Uploaded | | | | | | | | | | |
| <p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p> | <p>Eight /Nine of the above</p> | | | | | | | | | | |
| | | | | | | | | | | | |

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports and photographs / videos of the activities | View File |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | View File |
| Documentary evidence in support of each selected activity | View File |
| Any other relevant information | No File Uploaded |

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

Three of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | View File |
| Any other relevant information | No File Uploaded |

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples prepared by students for each indicated assessment tool | View File |
| Documents showing the different activities for evolving indicated assessment tools | View File |
| Any other relevant information | No File Uploaded |

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of each response selected | View File |
| Sample evidence showing the tasks carried out for each of the selected response | View File |
| Any other relevant information | No File Uploaded |

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence showing the activities carried out for each of the selected response | View File |
| Report of the events organized | View File |
| Photographs with caption and date, wherever possible | View File |
| Any other relevant information | No File Uploaded |

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples of assessed assignments for theory courses of different programmes | View File |
| Any other relevant information | No File Uploaded |

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The internship for perspective teachers of all teacher education programme is conducted by State Government of Rajasthan in government schools according to choice for schools filled by inters on Shala Darpan (Government portal for internship) in their home district. There is no provision of direct involvement to assess and observe the intern performance by the teachers of college. The Academic Planning Committee of the college planned a necessary preparedness of students for internship. following measures were taken to conduct the internship programme to achieve Outcome based learning.

- A faculty with an official deputed the responsibilities to

timely communication of all information related to internship programme.

- The official registered all students on Shala Darpan Portal.
- The teachers of college contacted to school teachers and principal to orient them about the observation of performance interns
- A pre intern ship orientation programme organized to make student aware about the diversity in school system and their responsibilities and task during the internship.
- A well-structured Performa including case study/action research given to students for documentation of their enrolment in all school activities during internship.
- A performance appraisal Performa and report of student enrolment in school activities collected with signature of concern school.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

141

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Plan of teacher engagement in school internship | View File |
| Any other relevant information | No File Uploaded |

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Nine/All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sample copies for each of selected activities claimed | View File |
| School-wise internship reports showing student engagement in activities claimed | View File |
| Wherever the documents are in regional language, provide English translated version | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Institution adopts effective monitoring mechanism during internship programme. to ensure optimal impact of internship in school. The mechanism adopted by institution to monitor the effective performance of interns in schools as follows

- The curriculum planning committee of the institution well planned and monitor the implementation of curriculum delivery to achieve Programme Learning Outcome of B.Ed. programme.
- Before going to internship student teachers acquired knowledge and skills for teaching and other duties in schools through mentoring sessions, micro teaching and teaching practice.
- Before going to internship college linkages with local schools for teaching practice and teacher educators involved as motor to check the lesson plan and supervisor to observe and improve the teaching performance of student teachers.
- A systemic Performa provided by college to each intern for documentation of their engagement in school and the same filled Performa is re-submitted to college with seal and signature of concern school teachers and principal.
- A well-structured peer observation is also provided by college to each intern for peer observation and signed by teachers of school teacher on each peer observation report. Filling each Performa and report is mandatory to each student.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of the response | View File |
| Any other relevant information | No File Uploaded |
| 2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes) | Three of the above |
| File Description | Documents |
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | View File |
| Two filled in sample observation formats for each of the claimed assessors | View File |
| Any other relevant information | No File Uploaded |
| 2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness | Four of the above |
| File Description | Documents |
| Format for criteria and weightages for interns' performance appraisal used | View File |
| Five filled in formats for each of the aspects claimed | View File |
| Any other relevant information | No File Uploaded |
| 2.5 - Teacher Profile and Quality | |
| 2.5.1 - Number of fulltime teachers against sanctioned posts during the year | |

22

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View File |
| English translation of sanction letter, if it is in regional language | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

07

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | No File Uploaded |

2.5.3 - Number of teaching experience of full time teachers for the during the year

37+25+17+12+10+10+12+9+12+10+12+9+9+9+7+6+7+13+6+11+7+7

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

37+25+17+12+10+10+12+9+12+10+12+9+9+9+7+6+7+13+6+11+7+7

| File Description | Documents |
|--|---------------------------|
| Copy of the appointment letters of the fulltime teachers | View File |
| Any other relevant information | No File Uploaded |

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Teachers of the institution put-forth to keep themselves updated

professionally. Principal encouraged to teachers to attend seminar and conference. various measures are under taken in this regards-

- Regular in house discussion organized on current development and issues.
- A FDP organized with colloboration of TLC PMMMM Sh. Lal Bahadur Shashtri National Sanskrit University.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence to support the claim | View File |
| Any other relevant information | No File Uploaded |

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation (CIE) of student's learning is done by the systemic process. In B.Ed. Part-I Paper no. 01,02,03,04 (a/b) having internal assessment of 20 marks. 125 marks are also prescribed for different practical activities as per syllabus of B.Ed. of the University. Same as in B.Ed. part-II - Paper 06(a/b), 07.09 and 11 carried 100 marks Out of which 20 marks are given in internal assessment. Paper 08 and 10 having 15 marks internal assessment and paper EPC-4 also assessed internally for 15 marks apart from external assessment. 175 marks are also prescribed for internal assessment of Teaching practice and Internship.

All the internal assessment done through systemic manner. All the internal assessment mechanism planned and communicated through website to all stalk holders academic calendar adhere by the faculty of each subject and monitoring of adherence of academic calendar done by IQAC under Principal. There are 100 marks also prescribed for co-curricular activities and marks given internally. Various co-curricular activities organized throughout the year apart from Open Air Session to assess the students internally.

Internal assessment performa and merks obtained by students during the year is uploaded.

| File Description | Documents |
|--|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

| File Description | Documents |
|--|---------------------------|
| Copy of university regulation on internal evaluation for teacher education | View File |
| Annual Institutional plan of action for internal evaluation | View File |
| Details of provisions for improvement and bi-lingual answering | View File |
| Documentary evidence for remedial support provided | View File |
| Any other relevant information | No File Uploaded |

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Institution has well mechanism for grievance redressal of examination system of the institution. There is a grievance redressal committee which look after all the grievances collected. Complaint boxes are located for the stakeholders to submit their complains. If any students have any grievance related to procedure adopted for internal evaluation, makes given to him or her or any other grievance. he or she could approach to the internal complain committee with a written application. The committee organize a meeting if required with the permission of Principal or make arrangements to resolve the grievance related to examination system in not more than 7 days.

| File Description | Documents |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

- The IQAC of the institution adopts well mechanism for well curriculum planning and implementation. An internal planning committee constituted which prepared academic calendar in the beginning of new session. The committee planed academic calendar for theory and practicum work and also prepared a separate a plan for internal assessment.
- The committee also monitored the adherence of academic calendar in curriculum delivery and internal assessment.
- If any change in academic planning as made due to internship programmed conduct by State Government, University exam or any other good reason. Mid-course correction also does by curriculum planning committee with the consent of stake holders and approval of Principal and same also communicates to all stake holders through notice board and institutional website.

| File Description | Documents |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

PLOs and CLOs are well defined and uploaded on institutional website to view stakeholders. The Teaching learning process of MSTT college is aligned with the stated PLOs and CLOs. PLOs of B.Ed. two-year program is communicated to all students in the orientation program organized in the beginning of the session for B.Ed. first year and

B.Ed. Second year separately. The CLOs are well explained by the teachers of particular course. The teacher educators plan for course and teach accordingly to achieve CLOs. As B.Ed. is a training program for pre service teachers and various practicum work is included to develop professional competencies in pupil teachers along with theoretical knowledge. continuous evaluation process is adopted by teachers to ensure the alignment of PLOs and CLOs with the teaching learning process

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

2.7.2 - Pass percentage of Students during the year

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Result sheet for each year received from the Affiliating University | View File |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | View File |
| Any other relevant information | No File Uploaded |

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response -

In MSTT college the progressive performance of students and attainment of professional and personal attributes is in line with PLOs and CLOs is monitored by curriculum planning committee in association of IQAC. various measures were taken for the purpose are as follows -

- PLOs and CLOs are defined and uploaded on institutional website.
- Students also made aware about the PLOs of teaching profession programme in orientation session.
- CLOs are also explained in writing and described to students for well understanding and attainment.

- Academic plan prepared for curriculum delivery and internal evaluation.
- Adherence of academic planning monitored by curriculum planning committee.
- Feedback collected, analyzed and action taken to know about the performance of students.
- Regular Student induction programme, workshop, classroom seminar organized.
- Continuous Internal Evaluation process is an essential part of institutional teaching learning process to check the progressive performance of students and attainment of professional and personal attributes in line with PLOs and CLOs.
- Remedial support is provided to students for further improvement.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View File |
| Any other relevant information | No File Uploaded |

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

100 %

| File Description | Documents |
|---|---------------------------|
| Number of students achieving on an average 70% or more in internal assessment activities during t | View File |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | View File |
| Any other relevant information | No File Uploaded |

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the

performance of students reflect their initially identified learning needs in not more than 100 -200 words.

IN MSTT college students gets opportunities for their all-round development. An entry level test and talent hunt programme organized in the beginning of new session to identify the learning need of perspective teachers before going to undergraduate programme of teaching profession. continuous internal evaluation and remedial support provides to students according to their weakness and strength. various co-curricular activities organized to enhance the skills and hobbies of students those identified in talent hunt drive.

In session 2022-23 Mr. Yogesh Kumar scored 70 percent in entry level test and presented playing cricket, writing poem an singing as hobbies in Group discussion round. but in internal assessment task organized after proper mentoring and guidance of students according to their learning need. he has got 87.5 % in internal assessment of theory paper, 95% in pedagogy, 95.2 in teaching practice. and played cricket in college tournament and won, taken part in singing and poem recitation and other cultural events actively.

This example proves that in college performance of students on various assessment tasks reflects how their initially identified learning needs are catered.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in respect to claim | View File |
| Any other relevant information | No File Uploaded |

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Sanction letter from the funding agency | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

00

| File Description | Documents |
|--|------------------|
| Sanction letter from the funding agency | No File Uploaded |
| Income Expenditure statements highlighting the research grants received certified by the auditor | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Three of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Institutional Policy document detailing scheme of incentives | View File |
| Sanction letters of award of incentives | View File |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View File |
| Documentary evidence for each of the claims | View File |
| Any other relevant information | No File Uploaded |

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Four of the above

| File Description | Documents |
|--|---------------------------|
| Documentary evidences in support of the claims | View File |
| Details of reports highlighting the claims made by the institution | No File Uploaded |
| Reports of innovations tried out and ideas incubated | No File Uploaded |
| Copyrights or patents filed | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

06

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| First page of the article/journals with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the journals in which articles are published | View File |
| Any other relevant information | No File Uploaded |

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

04

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| • First page of the published book/chapter with seal and signature of the Principal | View File |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher | View File |
| Any other relevant information | No File Uploaded |

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

35

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

297

| File Description | Documents |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | View File |
| Report of each outreach activity with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

297

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

297

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the claim along with photographs with caption and date | View File |
| Any other relevant information | No File Uploaded |

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

MSTT College is committed to social responsibilities and makes its student as responsible humans for society as well as for nation. Besides the classroom activities multiple Outreach activities are organized in the community-by-Community Engagement Cell. In 2022-23 college has become the member of Unnat Bharat Abhiyan, a flagship programme of, Ministry of Education, Government of India. In session 2022-23 the activities conducted to sensitize students to social issues and community development are follows -

- Value added course on 'Fostering Social Responsibility and Community Engagement' introduced in the session. 30 students have successfully completed this course with achieved CLOs through classroom and outreach activities.
- Student Induction Programme from 09 to 14 January 2023 was organized to influence and sensitize all students for social issues and community development.
- College has adopted 05 villages namely - Bajhera, Bachhamdi, Gopal Nagla, Undra and Chalk Undra. All students registered as volunteer under Unnat Bharat Abhiyan. Village survey and Household Survey campaign was organized from month January to March. Randomly visit were organized in community and each students visited to collect the data in household survey form.
- Cycle rally organized by science and eco club to sensitize students and community for environment issue.

| File Description | Documents |
|--|---------------------------|
| Relevant documentary evidence for the claim | No File Uploaded |
| Report of each outreach activity signed by the Principal | View File |
| Any other relevant information | View File |

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Appropriate certificates from the awarding agency | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

2

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

2

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| List of teachers/students benefited by linkage – exchange and research | View File |
| Report of each linkage along with videos/photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

00

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copies of the MoU's with institution / industry/ corporate houses | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

One/Two of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Response -

Adequate physical and instructional facilities are available in MSTT College. The college spread in 6290.88 sq. meter.area and built-up area of college is 3200 sq. meter. college has 9classrooms, 1 seminar hall and 1 multipurpose, 01 Phycology lab, 01 Art & Craft lab, 1 Curriculum lab cum recreational center, 01 ICT resource center. Physical and health resource center/ sport lab. Indoor and out sports facilities for badminton, carrom, chess, Bolly ball, Kabaddi, Kho-Kho. Cricket ground is well equipped for practice.

All the laboratory are well equipped. 01 exam room is available for smooth running of internal and external examination.

Library of the institution is well equipped with books, journals, encyclopedias, magazines and literature books. The sitting capacity in reading room of library is 75 students at a time as per norms of statuary body.

30 computers are available in computer lab of students use only. the internet connectivity is available in the all labs and smart classes

of the campus including office.

The multipurpose hall is of 200 Sq meter to organize cultural and literary events.

The building of college is surrounded with lush green garden that makes the campus eco-friendly.

| File Description | Documents |
|---|---------------------------|
| List of physical facilities available for teaching learning | View File |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

04

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Geo-tagged photographs | View File |
| Link to relevant page on the Institutional website | https://mstt.co.in/computer_lab.php |
| Any other relevant information | No File Uploaded |

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

402374

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View File |
| Any other relevant information | No File Uploaded |

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The library of the institutin is partially automated the sotware use to update the catelogue of library resources is rajweb. Through this software students gets facility to check the books available in library on a single click.

| File Description | Documents |
|--|---------------------------|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | Nil |
| Any other relevant information | No File Uploaded |

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The incharges and members of the committees regularly takes care the maintenance and utilization of physical, academic and support facilities -

- The in charges and member of other committees submits the demand related to maintenance and equipment's for the labs.
- Grievances related to maintenance, demand of new equipment's, and cleanliness etc. collected through grievance cell and forwarded to Principal for action.
- Regular maintenance of lab equipment's does by lab assistants and incharges with the student members of concern committee.
- Regular cleaning of water tank, proper garbage disposed, pest control, and maintenance of lawns does by the IV class

employees of the institution.

- Regular cleaning of classes, labs office and toilets does by the sweeper of the institution.
- Maintenance of electrical supply and electronic appliances does through electrician.
- Maintenance of ICT resources and computers does by computer lab incharge or outsourcing agent, when required.
- All the maintenance monitored through regular inspection by committee under Principal.

The optimal use of infrastructure and academic support facilities ensured by the management that facilities smooth and regular functioning of college. Maintenance committee ensure that the budgetary allocation for the maintenance of physical and academic support facility is used optimally.

| File Description | Documents |
|--|------------------|
| Landing page of the remote access webpage | No File Uploaded |
| Details of users and details of visits/downloads | No File Uploaded |
| Any other relevant information | No File Uploaded |

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

| File Description | Documents |
|--|---------------------------|
| Data as per Data template | View File |
| Receipts of subscription /membership to e-resources | No File Uploaded |
| E-copy of the letter of subscription /member ship in the name of institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

42,350

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | View File |
| Any other relevant information | No File Uploaded |

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

121

| File Description | Documents |
|---|---------------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal | View File |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | Nil |
| Any other relevant information | No File Uploaded |

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

One of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Data as per Data Template | View File |
| Any other relevant information | No File Uploaded |

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The MSTT college is committed to provide best infrastructure and instructional facilities to its stake holders. The college has 4 ICT enabled classes, projectors, etc. The Wi-Fi facility of the college is of 300 mbps that covered all the necessary ICT enabled facilities. Besides Geo f- fi are used when additional net requirement is raised.

| File Description | Documents |
|---|---------------------------|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | View File |
| Any other relevant information | No File Uploaded |

4.3.2 - Student – Computer ratio during the academic year

10:1

| File Description | Documents |
|---|---------------------------|
| Data as per data template | View File |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

C. 250 MBPS - 500MBPS

| File Description | Documents |
|--|---------------------------|
| Receipt for connection indicating bandwidth | View File |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | View File |
| Any other relevant Information | No File Uploaded |

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Link to videos of the e-content development facilities | Nil |
| List the equipment purchased for claimed facilities along with the relevant bills | No File Uploaded |
| Link to the e-content developed by the faculty of the institution | Nil |
| Any other relevant information | No File Uploaded |

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

440479

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View File |
| Any other relevant information | No File Uploaded |

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The incharges and members of the committees regularly take care of the maintenance and utilization of physical, academic and support facilities -

- The in charges and member of other committees submit the demand related to maintenance and equipment's for the labs.
- Grievances related to maintenance, demand of new equipment's, and cleanliness etc. collected through grievance cell and forwarded to Principal for action.
- Regular maintenance of lab equipment's done by lab assistants and incharges with the student members of concern committee.
- Regular cleaning of water tank, proper garbage disposal, pest control, and maintenance of lawns done by the IV class employees of the institution.
- Regular cleaning of classes, labs office and toilets done by the sweeper of the institution.
- Maintenance of electrical supply and electronic appliances done through electrician.
- Maintenance of ICT resources and computers done by computer lab incharge or outsourcing agent, when required.
- All the maintenance monitored through regular inspection by committee under Principal.

The optimal use of infrastructure and academic support facilities is ensured by the management that facilities smooth and regular functioning of college. Maintenance committee ensure that the budgetary allocation for the maintenance of physical and academic support facility is used optimally.

| File Description | Documents |
|--|---|
| Appropriate link(s) on the institutional website | https://mstt.co.in/facilities.php |
| Any other relevant information | No File Uploaded |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View File |
| Sample feedback sheets from the students participating in each of the initiative | No File Uploaded |
| Photographs with date and caption for each initiative | View File |
| Any other relevant information | No File Uploaded |

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | View File |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View File |
| Samples of grievance submitted offline | View File |
| Any other relevant information | View File |

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Three of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | No File Uploaded |
| Report of the Placement Cell | View File |
| Any other relevant information | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

| Number of students placed as teachers/teacher educators | Total number of graduating students |
|---|-------------------------------------|
| 11 | 141 |

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Reports of Placement Cell for during the year | View File |
| Appointment letters of 10 percent graduates for each year | View File |
| Any other relevant information | No File Uploaded |

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

15

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Details of graduating students and their progression to higher education with seal and signature of the principal | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

08

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Copy of certificates for qualifying in the state/national examination | View File |
| Any other relevant information | View File |

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student counseling is active and plays a proactive role in institutional functioning. Student representative is the member of IQAC and takes active part in decision making. Apart it students are the member of each committee of the institution and plays proactive role in decision making and functioning of the Institution

| File Description | Documents |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal | View File |
| List of students represented on different bodies of the Institution signed by the Principal | View File |
| Documentary evidence for alumni role in institution functioning and for student welfare | View File |
| Any other relevant information | No File Uploaded |

5.3.2 - Number of sports and cultural events organized at the institution during the year

22

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Reports of the events along with the photographs with captions and dates | View File |
| Copy of circular / brochure indicating such kind of events | View File |
| Any other relevant information | No File Uploaded |

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni Association of the institution is not registered but functional with registered alumni. Association keeps in contact with alumni's and encourage them to register themselves by filling prescribed registration form and become an active member of alumni committee of MSTT college. The association invites alumni for meetings. In session 2022-23 career and personal counseling sessions were organized on 5 January 2023 and 18 January 2023. to get alumni support in students' progression. Alumni Sh. Subhash Parashar, Principal Sr. Sec. School, Bahn era and Dr. Nihal Singh, Assistant Prof. M.S.J. Govt. P.G. College, Bharatpur. both came to college and interact with students. They described about how we should make

strategies for competitive examination. And importance of Sanskrit sub. In teaching profession. Apart alumni came in meetings and takes part in decision making for the development of institution. Feedback from alumni is also collected by the association, analyze and their suggestions always kept in minds during decision making. so, the alumni contribute by their academic support, feedback and suggestions.

| File Description | Documents |
|--|---------------------------|
| Details of office bearers and members of alumni association | View File |
| Certificate of registration of Alumni Association, if registered | No File Uploaded |
| Any other relevant information | No File Uploaded |

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

Three/Four of the above

| File Description | Documents |
|---|---------------------------|
| Documentary evidence for the selected claim | View File |
| Income Expenditure statement highlighting the alumni contribution | No File Uploaded |
| Report of alumni participation in institutional functioning for the academic year | View File |
| Any other relevant information. | No File Uploaded |

5.4.3 - Number of meetings of Alumni Association held during the year

03

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View File |
| Any other relevant information | No File Uploaded |

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni Association of MSTT college acts as an effective support system to the institution. The representative of alumni is the member of IQAC and others committees of the institution and takes part in decision making and institutional functioning. The alumni are also taking part in student orientation program organize on the beginning of new session that is also a talent hunt. They shared their experience of institution and encourage new students to grape the opportunities of talent and skill development they get in MSTT.

The alumni came to career guidance program and other session to furthering the talent of students and motivate them for bright future . An grand alumni meet organized on 15 January 2023. In the meeet alumni came to interect with stusents, shared expriences. Some aluni given their n. to students for suppot if any.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Institutional Vision and Mission

Vision

'To emerge as globally recognized leading educational institution by setting the standards of innovation and excellence in Teaching, Research and Training.'

Mission

- To offer students an access to quality education in teacher education and other career building areas of national and international relevance.
- To motivate students to acquire highest level of intellectual, analytical, interpretative and exceptional competencies with an attitude of lifelong learning and serving the society.
- To embrace a culture of service and engagement with our communities and professions.
- To create world class facilities and ambience for advance level of teaching and practical training.

| File Description | Documents |
|---|---------------------------|
| Vision and Mission statements of the institution | View File |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View File |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The organizational structure of MSTT college is decentralized and participative. The management takes decisions about the resources and other where required with consent of Principal. The Principal of college is Signing authority and palyed all rolls and gives all responsiblities as ex-offcio secretary. Principal leads the the

functional organizational structure of college. Various committees are functional in association of IQAC. The IQAC takes decisions with active support of teaching and non teaching staff, students, parents, and alumni.

Various committees are constituted with teachers and students those reflects on decentralized and participative management system of the institution.

Such decision making committees for evidence of decentralized and participative management of institution is attached for claim.

| File Description | Documents |
|--|---------------------------|
| Relevant documents to indicate decentralization and participative management | View File |
| Any other relevant information | No File Uploaded |

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institution maintains transparency in its all functions. All the funds received by institution by the fee on students which is deposited in account of the state government's admission agency during admission and the same funds is transferred in college account by those admission agencies and in second year the students deposit the fee directly in college bank account by demand draft. The financial audit does by C.A. report of financial audit uploads on institutional website as transparency measures. Academic planning, minutes of meeting, institutional plan for internal evaluation prepared and communicated to all stakeholders through notice board, social media platform and institutional website. The governance of institution is decentralizing and participative. various committees are functional under chair and guidance of Principal and in association of IQAC. the responsibilities are distributed among the staff members according to their interest and attitude, Incharges of committees selects the student for their committees as members. So, all the stake holders take part in decision making and all the decisions are well communicated as institution's effort for transparency in its financial, academic, administrative and other functions.

| File Description | Documents |
|--|---------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View File |
| Any other relevant information | No File Uploaded |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The IQAC of the institution prepare Strategic plan for quality enrichment in overall functioning. IQAC prepared plan under Human Resource development to organize Faculty Development Program and Seminars etc. This was decided that if the college will organize the same with collaboration of a leading educational organization, so the participants will get benefits for career advancement under career advancement scheme. To implement a proposal sent to Vice Chancellor of Shri Lal Bahadur Shastri National Sanskrit University to organize a FDP with collaboration of Teaching Learning Centre Under Madan MohanShri Lal Bahadur Shastri National Sanskrit University, Central University. The event was successfully completed. The financial assistance as remuneration of resource persons was provided by the Management Committee of the college.

IQAC planned to introduced value added courses in the session for enhance the life skills of students. 05 value added courses course in 1. Fostering Social Responsibility and Community Engagement 2. Communication skill in english language. 3. Creative writing in Hindi 4. Basic Computer Skills and 5. Art & Craft introduced and successfully completed by students .

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | https://mstt.co.in/files/pdf/Deployment%20Strategies.pdf |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

- Teachers in the institution are recruited by giving advertisement in Regional and National news papers.
- The shortlisted eligible candidates are called for interview.
- Minimum three candidate are mandatory to attend the interview to fill a vacant post.
- Interview are conducted by the panel constituted by the University constituted by the University comprises of V.C nominee educationist and subject experts.
- Candidates are selected as per desired qualification and subject knowledge.
- All the faculty members are full time and approved by University.
- Salary is given to staff members by A/c payee cheques and salary structure is as per norms of NCTE and State Govt. of Rajasthan.
- Every appointed staff member got confirmation letter after a certain period of appointment.
- Institution recognized as a good place to work . Other facilities such as study leaves and duty leaves are also provided for staff welfare.

| File Description | Documents |
|---|--|
| Link to organogram on the institutional website | mstt.co.in |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | View File |
| Annual e-governance report | View File |
| Geo-tagged photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Effectiveness of various bodies cells and committees / cells /committees through minutes of meeting and implementation of their resolution / decisions . All the minutes of meetings a, decisions and action taken rept are well communicates to all stakeholders and uploaded on website . Same are uploaded in related criteria in this AQAR

| File Description | Documents |
|---|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | View File |
| Action taken report with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Welfare measures provided by the institution for teaching and non-teaching staff -

1. All leaves such as C.L and, Medical leave and privilege leave are given as per norms.
2. All Teaching and Non-teaching staff is permanent and full time.
3. Provision for Maternity leave is also existing for female

staff members.

4. Daily tea and refreshment facility are provided to all staff members by college canteen.
5. Teachers are awarded for their contribution on teacher's day.
6. All the faculty members are encouraging to attend faculty induction programs, seminar, work shop etc., Study leaves are provided for the same.
7. Uniform is given every year to non-teaching staff.

| File Description | Documents |
|--|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View File |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

02

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Institutional Policy document on providing financial support to teachers | View File |
| E-copy of letter/s indicating financial assistance to teachers | View File |
| Certificate of participation for the claim | View File |
| Certificate of membership | No File Uploaded |
| Income Expenditure statement highlighting the financial support to teachers | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

01

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Brochures / Reports along with Photographs with date and caption | View File |
| List of participants of each programme | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

11

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Copy of Course completion certificates | View File |
| Any other relevant information | No File Uploaded |

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The institution has performance appraisal system for teaching and non-teaching staff. The administration of college through Principal adopts following procedure for performance appraisal - .

- All the teaching staff is permanent and approved by the affiliating university.
- The appointment of teachers made on provision but their jobs and services are confirmed as per their performance in provision period.
- The confirmation letters are provided to all teaching and non-teaching staff and their performance and appraisal record is maintained in service books.
- Every year 35 increment is given to teaching and non-teaching staff as per their performance.

| File Description | Documents |
|--|---------------------------|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | View File |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Institution conducts internal financial audit by Principal and external financial audit by C.A for each academic year .

No objection sought by the department on external audit report. Internal audit objection cleared with accountant of institution.

| File Description | Documents |
|--|---------------------------|
| Report of Auditors of during the year signed by the Principal. | View File |
| List of audit objections and their compliance with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

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| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | No File Uploaded |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | No File Uploaded |
| Any other relevant information | No File Uploaded |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The college adopts strategic plans for fund mobilization and optimal use of resources. The college gets the funds from the fee of students. The expenditure of funds does according to the classified expenditure of fee. every year an committee make budget for optimal use of fund. Academic and Administrative Audit does every year to check the optimal use of resources according to academic planning

| File Description | Documents |
|---|---------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Internal Quality Assurance Cell of the institution and other committees contributes significantly for institutionalizing the quality assurance in college functioning. The IQAC adopts various initiatives or mechanism for quality assurance. some of them are as follows -

- Internal Academic Audit.
- Organization of Faculty Development Programme.

- Organization of Student Induction Programme, Departmental Seminar, Workshop, Orientation and outreach activities etc.
- Organization of Alumni meet and got alumni support in career counseling.
- Academic planning and implementation done by curriculum planning committee under IQAC.
- Publication of yearly magazine 'Smriti'.
- 05 meetings of IQAC were organized during the academic year for quality initiatives and suggestion of stakeholders for quality assurance.
- Feedback of stakeholders were collected, analyzed and action taken. The analysis report of feedback is uploaded on institutional website.
- Entry level test and orientation programme organized to identify different learning needs of students.
- Parent Teacher Meeting organized under parent Teacher Association.
- The institution made a member of Unnat Bharat Abhiyan and adopted 5 villages. IQAC of the institution organized random visits to community and organized student induction programme on community engagement to sensitize students for community and develop empathy and human values among them.
- Co-curricular activities organized to develop skills.

| File Description | Documents |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View File |
| Any other relevant information | No File Uploaded |

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The teaching learning process of the institution planned by curriculum planning committee in form of academic calendar for curricular and co-curricular activities and for internal evaluation. Adherence of academic planning monitored by IQAC. Various mechanism adopts by IQAC such as -

1. Constitution of curriculum planning committee.

2. Annual academic planning

3. Teacher's regular takes the feedback from students about teaching. 4. teaching learning process is reviewed by curriculum planning committee and regular staff meetings organized to review the improvement of teaching learning process and necessary action taken.

4. Feedback from stake holders also collected by IQAC to collect the improvement in teaching learning process.

| File Description | Documents |
|---|---------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

11

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of the work done by IQAC or other quality mechanisms | View File |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View File |
| Any other relevant information | No File Uploaded |

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of

follow up action Collaborative quality initiatives with other institution(s)
Participation in NIRF

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | https://mstt.co.in/files/pdf/IOAC%20MINUTES%20OF%20MEETING%202022-23.pdf |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | https://mstt.co.in/files/pdf/AQAR%20REPORT%20-%202021-2022.pdf |
| Consolidated report of Academic Administrative Audit (AAA) | View File |
| e-Copies of the accreditations and certifications | View File |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | View File |
| Any other relevant information | No File Uploaded |

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Response:

The IQAC of MSTT college keeps track of the incremental improvement achieved in the academic and administrative domains of its functioning through quality assurance initiatives

. Examples of incremental improvement achieved by the institution during the year are as follows -

1. Introduced Value Added Courses -

05 Value added courses 1. Fostering Social Responsibility and Community Engagement. 2. Communication skill in English language. 3. Creative writing in Hindi 4. Basic computer skills and 5. Art &

Craft are introduced. 30 students in each course of B.Ed. part -I are enrolled in each course. all the students had successfully completed the courses. certificate of course completion is provided by the institution to all participants.

2. Organization of Collaborative Task -

An FDP on Design, Develop and Standardized research tools organized with collaboration of TLC PMMM, Sh. Lal Bahadur Shastri National Sanskrit University, Delhi.

Besides these various initiative like Alumni meet, registration of alumni through google form, community services, Parents Teacher Meet, Placement fair, feedback collection and action taken submit ion of AQAR are taken by IQAC for incremental improvement in institutional functioning.

| File Description | Documents |
|---|------------------|
| Relevant documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

MSTT College has stated energy policy. The guideline for use of energy and electrical appliances is displayed on Notice board of the institution. The economic use of energy is monitored by the student council. CCTV cameras are installed on each corner to monitor the energy conservation. The building of instituting is surrounded with lush green area that maintains the temperature of campus in hot days. All the staff members and students are strictly instructed. to switch off the buttons of electric appliances when these are not using. Students are encouraged to plant trees. Poster making and other activities are organized for energy conservation.

| File Description | Documents |
|--------------------------------------|---------------------------|
| Institution's energy policy document | View File |
| Any other relevant information | No File Uploaded |

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Institutional Policy and Procedure for Waste Management

Institution is very conscious toward environment. The campus is waste free. The use of polythene is strictly prohibited in campus. The waste is collected in separate labeled dustbins allocated to points of campus according to the nature of waste as Dry waste, Wet waste, Biodegradable and Non-biodegradable waste. The students teaching and non-teaching staff and other stake holders are instructed through written message on notice boards to use the labeled dustbins accordingly to through the waste. The biodegradable waste is collected and changed in compost using herbal method. A Vermi compost plant is installed in session 2022-23 to recycle the biodegradable waste in herbal compost to nurture the greenery of institution. Other non-easily decomposed waste is collected in the dustbins situated on each campus of institution and thrown in municipal corporation van for decomposition.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Four of the above

| File Description | Documents |
|---|---------------------------|
| Documentary evidence in support of each selected response | View File |
| Geo-tagged photographs | View File |
| Income Expenditure statement highlighting the specific components | View File |
| Any other relevant information | No File Uploaded |

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

All of the above

| File Description | Documents |
|---|---------------------------|
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| Geo-tagged photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The MSTT college is conscious its responsibility towards environment conservation. Various measures taken to create healthy environment in college as well as in community. Some examples of institutional functioning for pollution free healthy environment are as follows -

1. The college has lush green covered area as a measure of green and healthy environment.
2. regular cleaning of all building of and open area does by a vendor appointed for it.
3. The maintenance of gardens, plants and trees does through gardener of college.

4. Sanitation and cleaning of toilets does through a cleaning servant appointed for it.

5. The use of polythene is strictly prohibited in the college. The posters regarding it are pasted on walls of college and stakeholders are oriented to no use of plastic.

6. Environment conservation is a fundamental principle of college many awareness programme like plantation, speech competition and so on organized by Science and eco club of the college

7. On 27 May 2023 a bi-cycle rally was organized by science and eco club of college in local community to give a message for healthy environment

| File Description | Documents |
|--|---------------------------|
| Documents and/or photographs in support of the claim | View File |
| Any other relevant information | No File Uploaded |

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

| File Description | Documents |
|---|---------------------------|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View File |
| Circulars and relevant policy papers for the claims made | View File |
| Snap shots and documents related to exclusive software packages used for paperless office | View File |
| Income- Expenditure statement highlighting the specific components | No File Uploaded |

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary

component during the year (INR in Lakhs)**25,660**

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| Income Expenditure statement on green initiatives, energy and waste management | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

- The MSTT college puts forth strong efforts leveraging local environment. It could be described in bellow mentioned points -
- The college has adopted 05 local villages under Unnat Bharat Abhiyan as participating institution.
- All the student visited to villages to know the community. Awareness discussion and cleanliness drives organized in villages.
- During house hold survey and PRA activities students learnt about the locational knowledge and resource.
- During household, village survey students collected the data and known challenges and strengths of community.
- Two faculty members attended Master Trainer Training Programme on Community Based Participative Research organized by UGC.
- One faculty member attended the FDP on Mentoring for Institutional Social Responsibility and Facilitation for Community Engagement organized at Banasthali Vidya Peeth, Jaipur, with collaboration of Mahatama Gannndhi National Council of Rural Education from 3-8 August 202
- Awareness programme and engagement with community practice adopts and programmes organized in villages.
- The team UBA of institution with students attends the meetings of Gram Sabha to know the challenges and government schemes for villages

| File Description | Documents |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|--|-------------------------------------|
| <p>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</p> | <p>B. Any 3 of the above</p> |
|--|-------------------------------------|

| File Description | Documents |
|--|---------------------------|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | View File |
| Web-Link to the Code of Conduct displayed on the institution's website | View File |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | No File Uploaded |
| Details of the Monitoring Committee, Professional ethics programmes, if any | No File Uploaded |
| Any other relevant information | No File Uploaded |

| |
|--|
| <p>7.2 - Best Practices</p> |
| <p>7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format</p> |
| <p>Practice - 1</p> <p>Title - Introduce Value Added Course .</p> <p>Objectives</p> |

- To develop extra skills to support teaching skill prescribed in syllabus in pupil teachers.
- To make them competent in participation in all school and social activities during internship and during professional life.

Practice -

- 05 value added course as 1. Fostering Social Responsibility and Community Engagement 2. Communication skill in English language 3. Creative writing in Hind 4. Basic Computer Skill 5. Art & Craft introduced, Registration of each course 30 students has done from B.Ed. - I students.

.Outcomes

- All courses completed successfully by all registers students and course completion certificate provided by institution.

Practice - II

Title - FDP with Collaboration.

Objectives

- The objectives of this programme were to enhance skills of designing & developing various research tools and to give insight in the process of standardizing them w.r.t. reliability & validity.

Practice -

The IQAC , MSTT college in collaboration with The TLC of SLBSNSU organized One Week Online National FDP on Design, Develop & Standardize: Research Tools from 12th to 16th September, 2022 .

Outcomes

E-Certificate provided

| File Description | Documents |
|---|------------------|
| Photos related to two best practices of the Institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The college is recognized under 2(f) and 12 (B) of the UGC act 1956. The college is self financed but have permanent affiliation from university and permanent NOC from State Government of Rajasthan, got B+ grade in first cycle from NAAC.

The vision of college is -To emerge globally recognized leading Educational Institute by setting the standard of Innovation and Excellence in Teaching, Training and Research.

The college's priority and functioning reflects its vision. To achieve the aim all the sanctioned seats as per standards of NCTE are filled. All the teachers are permanent and selected from the expert panel constituted by university for selection. All the Teachers are eligible and approved by University. Institution promotes research culture . 07 teachers are Ph.D. till the end of session and 07 another teachers are doing Ph.D. Teachers Published papers. Attended Seminars and FDP with organizational support. Capacity building, Induction and career counseling session organized to support the students.

Career counseling session on 05 and 18 June by Alumni and Placement Fare was organized on campus.

| File Description | Documents |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View File |
| Any other relevant information | No File Uploaded |